INTEGRATING MEDIA LITERACY IN THE PRACTICE OF TRANSLATION AND INTERPRETATION FOR EFL STUDENTS AT THE UNIVERSITY OF DANANG - UNIVERSITY OF FOREIGN LANGUAGE STUDIES

TÍCH HỢP NĂNG LỰC THÔNG HIỂU TRUYỀN THÔNG TRONG VIỆC THỰC HÀNH BIÊN PHIÊN DỊCH CHO SINH VIÊN CHUYÊN NGÀNH TIẾNG ANH TẠI TRƯỜNG ĐẠI HỌC NGOẠI NGỮ - ĐẠI HỌC ĐÀ NẴNG

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Abstract - Developing media literacy for language students is a matter of increasing concern for language teachers and educators. Initiatives have been attempted to integrate media literacy into the curriculum with a view to developing the ability to consume and create media content amongst students. This paper explores the possibilities of integrating media literacy in the courses of translation and interpretation for EFL students at UD-UFLS. It looks at how media literacy can be integrated in the delivery of course content and in the practice of translation and interpretation. The results show that, by engaging students in various forms of translating and interpreting practice, the teacher can direct students towards improving techniques that involve media analysis and content creation during both phases of media consumption and media production. Samples of student-produced media and their perceptions towards developing media literacy for enhancing translation and interpretation are also presented in this paper.

Key words - Media literacy; media consumption; media production; translation; interpretation

Tóm tắt - Phát triển năng lực thông hiểu truyền thông cho sinh viên là vấn đề quan tâm đối với người dạy tiếng. Nhiều nỗ lực đã được thực hiện nhằm lồng ghép năng lực thông hiểu truyền thông vào chương trình dạy học, giúp người học có thể sử dụng và sáng tạo nội dung. Bài báo này tìm hiểu khả năng tích hợp năng lực thông hiểu truyền thông cho sinh viên tiếng Anh tại Trường Đại học Ngoại ngữ - Đại học Đà Nẵng. Bài báo xem xét khả năng lồng ghép truyền tải nội dung năng lực thông hiểu truyền thông vào thực hành dịch thuật. Kết quả cho thấy, qua các tác nghiệp thực hành, giáo viên có thể định hướng kỹ thuật phân tích và sáng tạo nội dung trong cả hai giai đoạn tiếp nhận và sản sinh. Bài báo còn giới thiệu các mẫu nội dung truyền thông cũng như cảm nhận của sinh viên về phát triển năng lực thông hiểu truyền thông trong rèn luyện kỹ năng dịch thuật.

Từ khóa - Năng lực thông hiểu truyền thông; tiếp nhận truyền thông; sản xuất sản phẩm truyền thông; biên dịch; phiên dịch

1. Background to the Study

Developing media literacy is a matter of growing concern for language teachers and educators, especially in a world of proliferating media and cross-border communication. While it is essential for students to develop their communicative competence in their target language, it is equally important for them to develop the ability in consuming, analysing and creating media content which is integral in the process of language learning, especially in tasks of translation and interpretation. Using multi-modal input from various media sources inside and outside of classroom can be instrumental for enhancing student media literacy while enabling them in excessive practice in translation and interpretation skills.

This paper presents initiatives to encourage student media production in the courses of translation and interpretation for second- and third-year students of English at the University of Danang - University of Foreign Language Studies (UD-UFLS). It looks at how students have been engaged with different types of media consumption and production with students being tasked in teams working together to produce pieces of content that reflect the topics to be learnt while practicing skills of translation and interpretation. Other aspects of communication from news writing, selection of media or multi-modal input, public

speaking, interaction, and others have been enhanced through these media-rich production activities, which amplifies the necessity of developing media literacy in language teaching and language teacher education.

This paper thus has the following objectives: (i) Explaining how media literacy can be incorporated into the practice of translation and interpretation for EFL students at UD-UFLS; (ii) Figuring out how EFL students at UD-UFLS perceive engagement with media literacy in their practice of translation and interpretation; and (iii) Presenting some student-produced media that exhibits critical consumption and production of content in the transmission of message via translation.

For a start, it is important to understand what media literacy is as a concept and as a critical skill for language students. It has been mentioned by many that our learners of the 21st century are surrounded by media of all different forms, and this explains the necessity of shaping media literacy amongst students as it is important that students need to function well as 'a smart consumer of information'. For language learners, becoming a smart or critical producer of information is deemed as important, especially when it comes to the transfer of meaning conveyed in the target language via techniques of translation and interpretation. As Schmit notes, employers are in need for

creative and critical thinkers who can recognize varied points of view, analyze motive, deduce implied meanings, and valuate the overall significance before making informed decisions [1].

Media literacy is thus defined as 'the ability to analyze and evaluate different types of media and the messages they are sending' [1]. In this sense, when deciphering a media source, be it an advertisement, a news article, a speech, a news report, a public announcement, it is important to identify which details are significant and how each detail contributes to the overall message and objective. This is relevant with the role of the translator/interpreter who needs to communicate the message as implied by the author. This requires an understanding of the authority, artistic decisions, intended audience, varied interpretations, as well as the purpose behind the message, the framework suggested by Rogow and Scheibe [2]. Below are the questions that should be asked pertaining to the above elements.

1. **Authority**: Who created the message that is being sent? To what extent is this person, company, or organization trustworthy or credible?

2. **Artistic Decisions**: What techniques were used to attract my attention? How do these significant details shape the media's message and the consumer's reaction to it?

3. **Audience**: Who is the target audience for this message? People of a specific gender, race, age, socio-economic class, political affiliation, etc. Are there any lifestyles, values, or points of view that are not represented from this message?

4. **Interpretations**: How might other people understand or interpret this message differently?

5. **Purpose**: Why was this message sent? Was the source made to entertain, to sell or make a profit, to persuade, to provoke, or to inform / enlighten?

In the area of translation, the term 'media literacy' as coined by Kurbanov includes the stage by stage process of preparing a future translator, which is due to both an understanding of the socio-cultural, socio-political and intercultural context as well as code and representation systems, i.e., the ability to 'see' and 'feel' explicit and implicit information in the media text for transmission in the formation of socio-political discourses [3].

2. Research Methodology

2.1. Research Design and Setting

2.1.1. Research Design

This piece of research is a quasi-experimental and qualitative study. It seeks to explore how media literacy can be developed in the process of engaging students in tasks of translation and interpretation. Students in courses of Translation and Interpretation have been engaged in translative and interpretive tasks which involve an extensive exposure with media. These tasks vary in the extent of media engagement, either in terms of media consumption – reading the media text or listening to media content relevant with the topic to be covered during the course; or in terms of media production with news bulletins or broadcasts, video dubbed or subtitled in the target language, Power Point slides with media content for practice of interpreting. The triangulation of qualitative data comes from classroom observation, discussion with students, and survey questionnaires.

2.1.2. Research Setting

This research was conducted at UD-UFLS, where undergraduate language programmes are offered. Participants in this study are EFL students in the programmes of English Language (ELP) and English Language Teaching (ELT). The research participants involve second- and third-year students of the ELT in two classes of Translation and Interpretation 1 and Translation and Interpretation 2, and third-year students of the ELP in two classes of Interpretation 2. Most of these courses are three-credit in length, meaning three class hours per week, except for the 2-credit Translation and Interpretation 1 where students attend class for only two periods per week. Below is the profile of the research participants.

Table 1. Number of students by course

No.	Course	Number
1	Interpreting 2	58
2	Translation and Interpretation 1&2	47

2.2. Data Collection

As discussed, the triangulation of data for this research is made possible with the data obtained from (i) classroom observation; (ii) open discussions with students during the presentation of media content for interpreting tasks; and (iii) survey questionnaires via Google Form.

2.2.1. Classroom Observation

For this research, a total of eight observations were made in four classes when students were scheduled to present their media content in forms of bulletins or news reports; videos dubbed or subtitled. As part of the requirements of the course, students were exposed to several pieces of multimodal input well selected as course materials for translation practice. Part of their job was to interpret media content, decipher the message conveyed via these forms of media, and produce content in the target language.

2.2.2. Open Discussion

Open discussions with students during and after students' presentation of media content were probed to generate rich qualitative data about the topic. Based on feedback from the teacher and peers, students edited the media presented, and interpreting practice was ready for other team members in the next class.

2.2.3. Survey Questionnaires

Survey questionnaires with multiple-choice, checkboxes, short answer questions were made available via Google Forms for students of these classes to respond to relating to their perceptions on media literacy during the practice of translation and interpretation. Ninety-eight (98) responses were collected out of a total of 105 students of four classes, representing a response rate of almost 93%.

3. Results and Discussion

3.1. Possibilities of Integrating Media Literacy in Translation and Interpretation Practice

3.1.1. The four phases of integrating media literacy

To investigate whether media literacy can be integrated in the practice of translation and interpretation, the initiative was made by engaging students in a four-phase practice of translation and interpretation involving the use of media content: (i) the warm-up phase; (ii) the media consumption phase; (iii) the modeling phrase; and (iv) the media production phase.

In the first phase, students were asked to engage in the *warm-up* phase. This can be done via the mind-mapping or brainstorming techniques either directly on paper, on board, or online. Topics like *environment, sustainability, culture, education,* etc. as part of the topics covered in the course were to arouse students' interest, and thus engagement, in the topic through displaying what they know by means of related vocab and collocations [4]. Some ways of media demonstration can be used here, with the aid of technological tools like Mentimeter, Whiteboard, Jamboard to engage students to play with the words or phrases related to the topic (e.g., Figure 1).
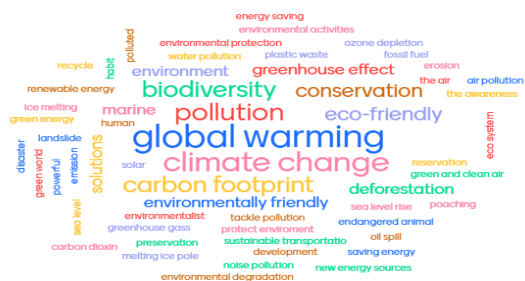

Figure 1. Word cloud with topic-based vocabulary

In the second phase, students were engaged in the *media consumption phase*. Students were asked to read some media text or listen to audio input from various media sources to explore the contents related to the topic, to analyse the meaning of the text, and then to render the messages conveyed in the text into the target language. Media text can be in various forms - a report, a speech, or a piece of new posted or taken from blogs for students to explore different kinds of texts and examine the discourse features [5]. This exposes students to real-life and authentic media input, necessitating the transfer of meaning from the source language to the target language text. This also enriches student language experience by engaging them in the interpretation of the expression of meaning and culture through varying sources of input.

The third phase - the modelling of the teacher - involves scaffolding students' analysis of media content while deciphering the message for effective rendering of meaning. The media analysis framework was used here, showing how the media text can be analysed, using the five key questions proposed by Rogow and Scheibe [2]: (i) By whom was the message created? (*Authority*); (ii) What techniques were used to attract attention? (*Artistic Decisions*); (iii) Who is the target audience for the message? (*Audience*); (iv) How might other people understand/interpret this message differently? (*Interpretations*); and (v) Why was this message sent - to persuade, to provoke, to inform or to enlighten? (*Purpose*). At this stage, it is important that the teacher model how media can be produced and how different types of multi-modal input can be used to produce multi-modal output. This could be seen in direct briefing and broadcasting of news bulletins, in the group presentation of prepared PowerPoint with visuals and interpretation practice, in the production of sub-videos or dubbed videos (e.g., see Figure 2). It is important in this phase to scaffold students' ability to analyze media in English with question starters and sentence frames. Students were encouraged to write down their initial thoughts on the media (video clips with content that is relevant to the topic of learning). Students were also empowered to select particular pieces of media that represent and reflect a particular sub-topic of interest (e.g., the Earth Hour, Sustainability; Circular Economy; Climate Change; Culture; Values Education; etc.)

Figure 2. News Bulletin on Earth Hour

When the last phase - *media production* was in place, students demonstrated their task of translation and interpretation with pieces of news being announced/broadcasted, video clips being dubbed and/or subtitled. Interestingly, students showed their ability in selecting relevant content from various sources of media input, deciphering the selected content, and worked together to produce news reports, bulletins, speeches with several elements of visual and audio-lingual output. Groups of students also observed and gave feedback, either in terms of the selected content, the message transcended from the mock news bulletins broadcast, the mock speech, etc. and peer feedback was thus at hand (Figure 3). Based on feedback from the teacher and peers, students edited the media presented, enabling interpreting practice to take place by other group members who claimed the benefits gained by this media production, including better public speaking skills, communication, collaboration, and content analysis.

Figure 3. Student-produced media on environment

3.1.2. Student-produced media showcases

Classroom observations have shown several student-produced media in a variety of forms. Interestingly, students showed their critical thinking in selecting content from the media sources to produce relevant media content that fits well with the topics about which they have learnt. Some groups of students decided to produce the news bulletins that communicated the message of 'no plastic', 'less waste' 'net zero', in the target language (Figures 4-5). This is to highlight the fact that, apart from the interpreting output that they have produced, students engaged themselves with the selection of media content and made informed decision in producing content that is highly relevant and educational.

Figure 4. Student-produced news bulletins on environmental protection

Figure 5. Student-produced content on actions towards the earth hour

Content for campaigns by the governmental bodies by MONRE or UNDP and many others was also produced for the practice of translation and interpretation while embracing a large amount of media literacy (Figures 6-7).

Figure 6. Student-produced content on actions by MONRE towards a cleaner world

Figure 7. Student-produced content on actions towards NET ZERO and the role of renewable energy

3.2. Student Perceptions towards Developing Media Literacy in Translation and Interpretation Practice

The collected data from the survey questionnaires reveal interesting findings about student perceptions towards developing media literacy in the practice of translation and interpretation. More specifically, when being asked about their perceptions regarding consuming or producing media, the responses were divided amongst three categories, with a relatively higher representation for 'a real consumer of media' (39.2%), followed by 'more of a consumer than a producer of media' (34%), and 'both a consumer and a producer of media' (26.8%) (Figure 8).
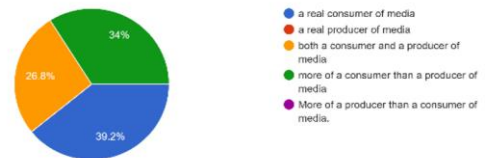

Figure 8. Students' perceptions on media engagement

Having this awareness is important for students because it is vital an interpreter for the future perform intercultural mediation while shaping their media literacy as the basis of the communication process [1]. Regarding the type of media used in their translation and interpretation courses, most responses were directed towards different types of media with YouTube Videos ranking at the top (over 90%). Ready-made audios from the textbooks were also rated high (with 66 out of 98 responses), and speeches as well as announcements and advertisements hovering around 49-52% (Figure 9).
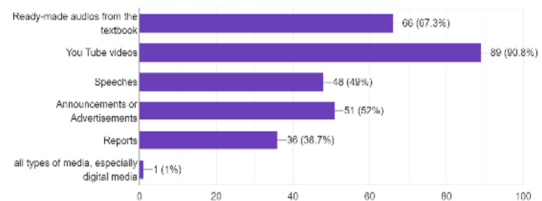

Figure 9. Types of media input used by students

Regarding the reasons for choice of media input, most respondents stressed the importance of having media content that relates to the topic, and that provides useful information, that is interesting to learn or easily accessible. This is deemed as essential for students because, as Ambrose *et al.* state, when the material for learning is connected to their interests, "students are typically more motivated to engage with material that interests them or has relevance for important aspects of their lives [6, p.83].
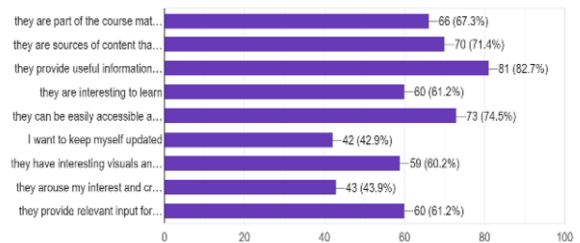

Figure 10. Student-produced content on actions towards NET ZERO and the role of renewable energy

Regarding the type of media content produced, student respondents showed their favour of producing videos with subtitles (83.7%) or PowerPoint Presentations with content for interpretation practice (66.3%). The making of dubbed videos or news bulletins were also recorded high, by almost half of the surveyed students. Backdrops or standees for mock conferences were yet popular, only rated by 21 out of 98 respondents, still lower than news reports with 30.6% (See Figure 11).
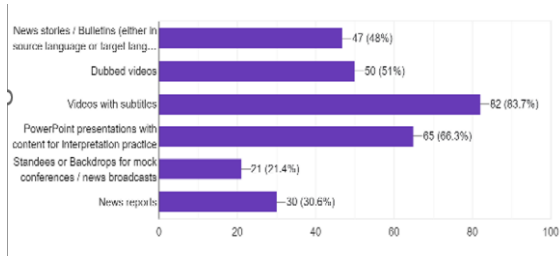
Figure 11. Types of media content produced by students

For the considerations taken in choosing media content for content production as required in interpretation tasks, most students showed their advocacy for relevance to the topic or having educational content, recorded by up to 80% of the students surveyed. Other factors include informative and interesting media, good quality visuals or good quality sound, and length of talk, ranging around 60-65%.
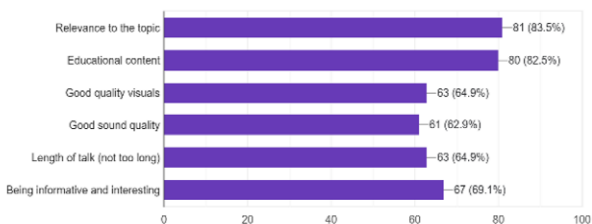

Figure 12. Students 'considerations for content selection

For the key questions asked in the process of analysing media content [2], most students surveyed showed their strongest agreement for asking about the message conveyed explicitly or implicitly (73% and 55% respectively). The student individual responses for, or reaction to, the media message were also highly regarded by 68% of the total survey size (See Figure 13).

Surprisingly, students overlooked the chance of asking themselves who was missing from the media presented, which shows a lack of consideration towards such elements as audience as well as representativeness when dealing with media content.
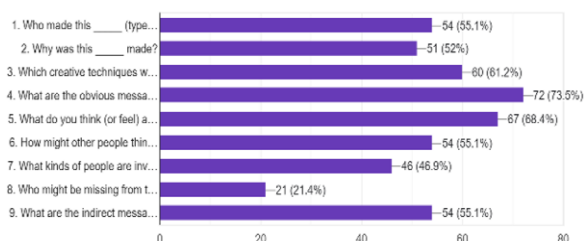

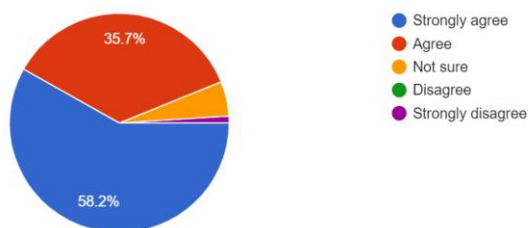*Figure 13. Questions asked in media content analysis*

Figure 14. Developing media literacy for a smart translator and interpreter

Developing media literacy is thus important for students to enhance their translation and interpretation skills, rated by over 90% of the respondents, and most of them (93.9%) show their consensus towards improving media literacy for future translators and interpreters. Clearly, as Nikonova suggests, chief among the media literacy activities for the future are translation of printed articles and discussion of news broadcasts [7], and these are, by all means, the common tasks for translator and interpreter training.

4. Conclusions

This paper has so far presented the possibilities of integrating media literacy in the practice of translation and interpretation amongst EFL students of English at UD-UFLS. With the participation of around 100 students in four classes of Translation and Interpretation, the initiative towards incorporating media content into tasks of translation and interpretation has proved to be effective with multi-faceted exposure of students towards both media consumption and media production.

Showcases of student-produced media content as part of the translative and interpretive practices have shown efforts towards creating smart content for teaching and learning of translation while empowering students in the process of rendering messages conveyed through these media outputs.

Potential benefits of integrating media literacy in the process of interpreting, deciphering, evaluating and producing media via translation have been demonstrated, and more importantly, students are imbued with the 'strategies that establish value' – helping strengthen their expectancies and creating an environment that supports and nurtures motivation [3].

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